

St Peter and St Paul CofE Infant School

Inspection report

Unique Reference Number	125165
Local Authority	Surrey
Inspection number	340733
Inspection dates	10–11 June 2010
Reporting inspector	JACQUELINE MARSHALL

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Infant
School category	Voluntary aided
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair	Rob Richards
Headteacher	Julie Leader
Date of previous school inspection	24 May 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons, observed three teachers, and held meetings with groups of pupils, staff, school leaders and governors. They evaluated 53 parental questionnaires in addition to 34 questionnaires from pupils. They looked at documents including school policies, pupils' progress data, attendance figures and school improvement planning and a range of pupils' work.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies for improving the learning and progress of all pupils, particularly for the most able and those with special educational needs and/or disabilities
- the extent to which staff use assessment to support and challenge pupils' learning and raise attainment
- the effectiveness of leaders at all levels in monitoring, evaluating and taking actions to improve the quality of provision to secure pupils' outcomes.

Information about the school

St Peter and St Paul is a small school. The majority of pupils are from White British families. The proportion of pupils with special educational needs and/or disabilities is lower than average. The range of barriers to learning includes moderate learning difficulties and speech, language and communication issues. The proportion of pupils known to be eligible for free school meals is low. The school has gained some national awards including Active Kids, Investors in People and the Healthy Schools award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Since the last inspection, it has worked hard to maintain both the tremendously strong levels of care, guidance and support it provides and the consistently high standards pupils reach. All staff work effectively to ensure that pupils achieve especially well in their learning and develop exceptionally well as individuals. Pupils benefit from particularly good relationships with all staff and display enormous enthusiasm for learning. Because of the school's very strong focus on its Christian ethos and pastoral care, pupils contribute extremely effectively to the school and wider community. This is demonstrated well through their readiness, even from the very youngest age, to be involved in how the school is run. Pupils participate enthusiastically in the school council as well as willingly taking on responsibilities such as playground pals and monitors. 'Trios', one child from each of the three classes, regularly support one another both at play and at work, enhancing the very strong family feel in every aspect of the school's work.

Pupils achieve extremely well because teaching overall is outstanding. In lessons that engage and enthuse, they make exceptional progress from their very first days in the school in the Early Years Foundation Stage. Staff in this caring school know the pupils' abilities extremely well. This is because of the highly effective checks regularly made on their progress and the considerable skill with which the school adapts and targets the well-focused support it gives pupils as a result. Across the school, day-to-day assessment is outstanding as teachers mark pupils' work alongside them and discuss their next steps in their learning extremely effectively. Pupils really do know just what they are working on next and how they can get better. Whilst attainment is already high, the headteacher and teachers, supported effectively by the governors, are constantly looking for ways to improve pupils' achievement and personal development further. Consequently they are leading the school's drive to raise pupils' cultural awareness from good to outstanding by providing the pupils with more opportunities to learn about the diversity of cultures both in United Kingdom and the wider world. The school is now focusing on building links with other schools to develop this aspect of work further, following recent developments to the curriculum for religious education and planning for greater multicultural links and first-hand experiences of other faiths and cultures. This constant striving to reflect on outstanding practice and still look for ways to improve, together with leaders' accurate self-evaluation and actions to maintain and build upon the high levels of attainment and pastoral care seen at the time of the last inspection, shows the school has an excellent capacity for further improvement.

What does the school need to do to improve further?

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- Extend the school strategy for community cohesion and for promoting pupils' cultural development by creating more opportunities for pupils to appreciate and value people's backgrounds in the United Kingdom and the wider world.

Outcomes for individuals and groups of pupils**1**

Across the school, pupils achieve extremely well in their personal and social development. Outstanding attendance reflects the pupils' enormous enthusiasm for school and learning. Their keenness to attend school, along with their ability to work really well together from an early age, are key factors in pupils' particularly strong development of workplace skills. Their understanding of how to stay safe and lead a healthy lifestyle is excellent. This is demonstrated well through their high take-up of physical activity, both in the many available clubs and sporting activities and in making the most of the opportunities to exercise at playtimes. Pupils of all ages talk confidently about the benefits this can bring and are quick to explain the healthy choices they make in what they eat and do. Their behaviour is exemplary, both in lessons and at play, where they show considerable support for one another regardless of age, gender or ethnicity. Pupils have exceptional appreciation of spiritual, moral and social issues, though their awareness of cultural diversity is less well developed. Within school they are extremely considerate of each other, valuing and celebrating each other's differences. This helps to make the school a very safe and welcoming place.

Pupils achieve extremely well academically. They are clear about their learning and, frequently talk with confidence about their learning and share their ideas willingly with one another. During a numeracy session, pupils in Year 2 were extremely confident in reflecting on ways to improve their own and others' problem solving skills, deciding they needed a greater grasp 'of all the tables not just the ones we've learnt so far' and to 'do more division to help to get better'. Pupils of all ages talk eagerly about what they have been learning and know they have individual targets. These are extremely effective because in all classes, children discuss their learning before agreeing their own targets and, as a result, are able to talk confidently about their next steps. The trend in attainment in the Year 2 national tests over the last three years has been consistently high. Over time, pupils make outstanding progress from starting points that are above expected levels as they enter the school in the Early Years Foundation Stage. As part of a whole-school focus on improving the quality of assessment, the school has ensured different groups are targeted very effectively to enable them to make equally good gains. Consequently, all pupils, including those with special educational needs and/or disabilities and the most able, make the same excellent progress in reading, writing and mathematics.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The key features of the outstanding teaching seen across the school are the extremely good relationships adults have with children, the effective use of the many additional adults both in class and in leading small groups, and the consistently top quality questioning adults use to challenge and extend pupils' learning. Together, these factors contribute to helping pupils develop their very positive attitudes to learning. In a Year 1 lesson, pupils enthusiastically considered what they already knew of their new topic and considered what they would like to learn. They worked well together in groups to discuss and record their ideas. Similarly, in a Year 2 mathematics lesson, pupils of different abilities were targeted extremely well, ensuring they made outstanding progress. Additional adults were particularly effective in the individually tailored support they provided for pupils with special educational needs and/or disabilities. The class teacher's highly detailed planning ensured that other groups, including the most able, were challenged and stretched especially well. Overall, assessment is thorough and is used very effectively to plan the next steps in their learning. During lessons, adults regularly discuss with pupils just how they can improve their work. Increasingly evaluative marking helps pupils understand the next small steps needed to improve their learning and achieve their targets and, as a result, progress is accelerated.

The curriculum is particularly successful in building pupils' basic skills in English and mathematics. Considerable work has been put into successfully developing pupils' skills in using information and communication technology since the last inspection. Pupils use the interactive whiteboards regularly to enhance their learning experiences as well as a wide range of other technologies. During the inspection, pupils used digital blue cameras

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confidently to video each other performing to parents, carers and children during a class assembly. Teachers plan effectively to ensure it is adapted well so lessons target groups of pupils of different abilities, providing appropriate tasks, such as for those with learning difficulties and/or disabilities, whilst stretching the most able. Creative links between subjects help to stimulate and foster pupils' considerable interest and provide further opportunities to challenge and stretch their learning. Boys' engagement in learning is particularly well promoted, with topics chosen carefully to capture their interest and focus their concentration. Along with the rich and varied range of visits and visitors who share their expertise with pupils, these creative links are extremely effective in supporting pupils' very positive attitudes. The programme of out-of-school activities for pupils is strong. Clubs very effectively promote pupils' positive relationships and encourage healthy lifestyles. Pupils' welfare and personal, social and health needs are catered for extremely well because the school works exceptionally closely with parents and carers as well as outside agencies where needed.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, supported exceptionally well by other leaders, provides a clear vision for how the school can move forward. There is a tremendously positive spirit and a real team atmosphere of 'can do' amongst the staff. As part of the school's extremely effective development planning, leaders at all levels are positively encouraged to take on responsibilities and are highly involved in analysing the school's results and checking teaching to see where it is most effective, to share good practice and identify where improvements are needed. As a result, leaders have an exceptionally clear understanding of the school's overall strengths and weaknesses. Governors are involved effectively in checking how well the school is doing and have played a key role in supporting the school, particularly in its pastoral work and many of the developments since the last inspection. With several recent appointments, governors are aware of the need to ensure they consolidate and develop further their skills and increasingly take the lead in driving forward improvements. Considerable efforts are made by the school to involve parents and carers in every aspect of the school's work. These extremely strong links are another of the contributory factors to the school's outstanding success. The expertise of leaders and staff is shared with other schools to help improve their effectiveness. Leaders at all levels play their part in ensuring that safeguarding procedures are rigorous as well as supporting the school's sharp focus on pastoral care.

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They have worked hard to improve security of the site and are currently implementing further improvements to the security at the front of the building. The school's promotion of equality and diversity is excellent; staff ensure that there is no discrimination between groups so that all pupils have the opportunities to flourish individually and achieve exceptionally well. Leaders have been particularly effective in promoting community cohesion at school and local levels and are currently developing and strengthening links with other schools in the United Kingdom and further afield.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The vast majority of parental questionnaires were positive and most of the written

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comments expressed considerable satisfaction with the school. They commended the safe and caring attitude of the school; its support for pupils, how well it deals with any disruptive behaviour, the encouragement of healthy attitudes, their satisfaction with the quality of leadership and management and how much their children enjoy school.

Typical comments included: 'this is a fantastic start to school life', 'the children all appear very happy, enthusiastic and stimulated by school' and 'the staff do a super job helping my child blossom academically and emotionally'.

A very small minority of parents and carers reported concerns over how they are informed about the progress their child is making. Inspection evidence showed that progress overall is outstanding and information on how well children are doing is regularly shared with parents and carers. Individual issues raised by a very few parents and carers were investigated but the inspection found no evidence to support their concerns

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at St Peter and St Paul C of E Infant School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	85	8	15	0	0	0	0
The school keeps my child safe	44	85	9	17	0	0	0	0
The school informs me about my child's progress	21	40	28	53	4	8	0	0
My child is making enough progress at this school	28	53	20	38	2	4	0	0
The teaching is good at this school	39	74	12	23	1	2	0	0
The school helps me to support my child's learning	29	55	22	42	2	4	0	0
The school helps my child to have a healthy lifestyle	41	77	12	23	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	60	17	32	0	0	0	0
The school meets my child's particular needs	32	60	18	34	2	4	0	0
The school deals effectively with unacceptable behaviour	27	51	26	49	0	0	0	0
The school takes account of my suggestions and concerns	23	43	25	47	1	2	0	0
The school is led and managed effectively	44	83	8	15	0	0	0	0
Overall, I am happy with my child's experience at this school	44	83	9	17	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 June 2010

Dear Children

Inspection of St Peter and St Paul C of E Infant School, Caterham CR3 5BN

Thank you for talking to us and showing us your work when we visited. We were pleased to hear how tremendously you enjoy coming to school and that your teachers plan lots of interesting things for you to do. You get on extremely well with one another and your behaviour around school is really good. You have an excellent understanding of how to be safe and lead a healthy lifestyle. We agree that there are many interesting clubs and activities to get involved in and can see why you enjoy the chance to have your say in how to improve your school. We understand why you think the adults are very good at helping to make you feel really safe and cared for.

Your school is outstanding. The curriculum planned for you meets your needs extremely well. Teachers help you to make excellent progress in your work and achieve high standards. The leaders in your school run it exceptionally well. They know just what needs to be done to make it even better. In order to help you understand your world even more, we have asked the adults at your school to work on one thing.

- Help you understand more about different people's backgrounds and communities in other parts of this country and the wider world.

You can help by continuing to respect others' values, both in this school and in later life. Thank you for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead Inspector

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